

## DOMAIN 4: GENERAL KNOWLEDGE

### SUB-DOMAIN: SOCIAL STUDIES

*Social studies are defined as the integrated study of the social sciences. The social studies curriculum draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, sociology, and world affairs (Idaho State Department of Education Social Studies Position Statement, 2010-2016).*

Children learn about society, government, and civic behavior through personal experiences as a family member, as a classroom member, and as a member of the community in which they live. Children start to learn about democracy by having many opportunities to live, work, and resolve problems with others. Early childhood experiences help children understand and respect their own history, how people are similar and different from each other, and how people in communities help each other.

DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: SOCIAL STUDIES			
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GOAL 45: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF INDIVIDUAL FAIRNESS, GROUP RIGHTS, AND RESPONSIBILITIES (DEMOCRATIC IDEALS) FOR MEMBERSHIP AND PARTICIPATION IN GROUP ACTIVITIES (SUCCESSFUL CITIZENSHIP).			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Regulates behavior, emotions, and actions to successfully and cooperatively participate with familiar and unfamiliar people,	<ul style="list-style-type: none"> <li>▪ States and carries out most rules at home, school, and community.</li> <li>▪ Regulates own behavior, emotions, and actions needed to participate cooperatively in most activities with peers and adults.</li> <li>▪ States own feelings, needs, and opinions.</li> <li>▪ Begins to recognize others' feelings, needs, and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a consistent, predictable, caring, responsive environment for child.</li> <li>▪ Talk to and listen respectfully to all children.</li> <li>▪ Model respect for diversity.</li> <li>▪ Take the lead when identifying, explaining, and discussing group procedures used within the learning community; elaborating on their own thoughts, feelings,</li> </ul>

	<p>objects, and across settings.</p>	<p>opinions (perspective taking).</p> <ul style="list-style-type: none"> <li>▪ With adult assistance, negotiates rules for games and fairness with peers.</li> <li>▪ Discusses how groups make decisions and solve problems.</li> <li>▪ Recognizes others' perspectives and uses that understanding to stand up for fairness.</li> <li>▪ Identifies ways to be helpful to family and school.</li> <li>▪ Independently cooperates with others in classroom routines and activities.</li> <li>▪ Manages transitions and changes in routines throughout the day.</li> <li>▪ Demonstrates ways to be helpful to the environment and the community, and understands why it is important.</li> <li>▪ Explains how community helpers work to help others, and responds to their roles and settings when needed.</li> <li>▪ Names rules and explains the rationale for the rules, and why self and others should follow the rule, though the child may not always abide by the rule.</li> </ul>	<p>reactions, and ideas.</p> <ul style="list-style-type: none"> <li>▪ Consistently model empathy, understanding, and self-control.</li> <li>▪ Emphasize socially and culturally appropriate ways to express emotions.</li> <li>▪ Pose "what if" and "do you remember when" questions about fairness for others.</li> <li>▪ Encourage and coach active conflict resolution between peers, modeling empathy and understanding.</li> <li>▪ Conduct group meetings, encouraging active selection of topics and participation in discussions related to justice, fairness, community welfare, and individual rights within real-life contexts that allow for leadership experiences.</li> <li>▪ Create, discuss, and negotiate meaningful classroom jobs that foster respect and responsibility.</li> <li>▪ Create community projects (e.g. cleanup playground, recycling).</li> <li>▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world.</li> <li>▪ Observe and discuss real-world rules and regulations, including consequences of following or not following the rules (e.g. traffic signs, public library lending rules, stealing, or acting out in crowded places).</li> <li>▪ Identify and discuss community leaders and responsibilities (mayor, police captain, librarian, fire station captain) with opportunities for dramatic play of those roles.</li> </ul>
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